

April 18, 2008

Dear Superintendent,

Attached is the Annual Reading Improvement Program **Proficiency Report** in compliance with SB230 (2004 legislative session). **All Reading Proficiency Reports are due on September 22, 2008 send to:**

Utah State Office of Education
Curriculum Department/Reed Spencer
250 East 500 South
PO Box 144200
Salt Lake City, Utah 84114-4200
or
e-mail: emily.sweeten@schools.utah.gov

All new or revised Reading Improvement Plans should be submitted to the USOE by September 22, 2008. All plans will need to receive final approval from the USOE by November 1, 2008 to receive funding for the 2008-09 school year. Local school boards should have terminated their Reading Program leeway for the 2008-09 school year, if they failed to reach local proficiency goals for 2006-2007 year.

Districts and charter schools should summarize program investment (how has your legislative funding been utilized), what activities have you sponsored to support your program investment, what are your program outputs, and what are your 2007-08 program outcomes as a result of the legislative funding. This summary provides a line of evidence regarding your current utilization of funding to accomplish your program goals.

We will continue to conduct a correlational study to see if increasing achievement is a direct result of any particular district practice/s. The USOE will be using the checklist to provide information to other districts and schools regarding successful model practices. Respond quickly to the checklist. Do not make it something that is time intensive.

Budget Plans should also be submitted by September 22, 2008. Budget Plans will be reviewed by the USOE School finance and Statistics Department and receive acceptance by November 1, 2008. Budgets should align with Reading Proficiency Plans. The local plan should not contain efforts that can not be supported by the program budget.

We hope you will also share your Annual Reading Proficiency Report with teachers, parents, PTA, community leaders, and especially with area legislators. Individual communities need to be informed of your great efforts and your wise financial use of resources to improve reading proficiency within your district.

cc: District Curriculum Director
District Literacy Director

Annual Reading Proficiency Report

As Determined by District Gain/Growth Scores

Reading Improvement Program (SB230, 2004)

District _____ Literacy Director _____ Date: _____ (Report is due 9/22/08)

Annual improvements in reading proficiency were determined by the following procedure:

Grade Level Targeted Standards (PA, P, F, V, C)	Assessment(s) Used to Measure Gains and/or Growth in Reading Proficiency	Baseline Proficiency Data 2004	Proficiency Data 2005	Goal Met Y/N	Proficiency Data 2006	Goal Met Y/N	Proficiency Data 2007	Goal Met Y/N	Proficiency Data 2008	Goal Met Y/N
K										
1										
2										
3										

The 3rd grade Iowa fall and spring is to be used for reporting the percent of 3rd grade students reading proficiently.

IOWA Reporting of % of students scoring at or above the 4th stanine. Must exceed the 3 rd to 4 th stanine cut (2.9 grade equivalent), which is the definition of grade level.	Fall 3rd grade IOWA Test of Basic Skills, reading sub-test reflects pre-test score (pre-test stanine). Report the % of 3 rd graders scoring at or above the 4 th stanine. Total # of students tested _____. Total # of students at or above the 4 th stanine _____. Total % of students scoring at or above the 4 th stanine _____. Total % of students at reading grade-level _____.	Spring IOWA Reading Battery, post-test score provides post test information (post-test stanine). Report the % of 3 rd graders scoring at or above the 4 th stanine. Total # of students tested _____. Total # of students at or above the 4 th stanine _____. Total % of students scoring at or above the 4 th stanine _____. Total % of students at reading grade-level _____.	<i>As required by Board Rule 277-422-5, School districts which fail to meet local Reading Proficiency goals identified within their local plan by the end of the 2006-07 school year must terminate the local board leeway levy for reading improvement beginning the fall of the 2008-09 school year.</i>
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Note: If proficiency goals are not met, districts and charter schools must provide a revised reading plan to address needed instructional changes by 10/1/2008. The revised plan must receive USOE approval by 11/1/2008 to receive funding for the 2008-09 school year.

- ☐ We will be submitting a revised K-3 plan on or before October 1, 2008-09 year.
- ☐ We will **not** be submitting a revised K-3 plan for the 2008-09 school year.

Please summarize your 2006-07 funded program investments, your program building activities, your program outputs, and your achieved program outcomes for improving reading proficiency.

District_____ District Literacy Director_____ Phone_____ Email_____

Inputs – Program Investments	Outputs – Program Building Activities	Program Outputs –
		Program Outcomes – Short Term
		Medium Term
		Long Term

Please *summarize* your 2007-2008 funded program investments, your program building activities, your program outputs, and your achieved program outcomes for improving reading proficiency.

District_____ District Literacy Director_____ Phone_____ Email_____

<p>Inputs – Program Investments</p> <p>1. Legislative funding was utilized to hire 5 literacy coaches for our most at-risk elementary schools.</p> <p>2. Legislative funding provided professional development for 5 literacy coaches and 5 previously hired coaches.</p> <p>3. Legislative funding provided professional development support for teachers working with school literacy coaches.</p>	<p>Outputs – Program Building Activities</p> <p>1.Literacy coaches received USOE training on the essentials practices for successful school literacy coaching.</p> <p>2. The district provided training for coaches and grade level teacher representatives on DIBELS and TPRI assessments.</p> <p>3. Quarterly substitutes were provided for teachers in grades k-3 to review student assessment data with school literacy coaches. Appropriate instructional practices and interventions were planned and implemented to support the needs of struggling readers.</p> <p>4. Coaches were trained on observing Tier I instruction and successfully implementing needed SBRR practices utilizing the Utah Language Arts Core Curriculum to prevent reading failure.</p>	<p>Program Outputs –</p> <p>1. Ten literacy coaches are trained on essential coaching practices.</p> <p>2. Ten coaches and forty teachers are proficient in administering and interpreting the DIBELS and TPRI assessments.</p> <p>3. Ten coaches and 120 teachers are trained to review and use assessment data to plan and implement improved instruction for struggling readers.</p> <p>4. Nine coaches can adequately observed classroom instruction and work cooperatively with teachers in implementing improved instructional practices utilizing the core curriculum to prevent reading failure.</p> <p>Program Outcomes – Short Term</p> <p>1.300 students received a program review to improve reading proficiency.</p> <p>2. 200 students received Tier II intervention to improve literacy proficiency.</p> <p>Medium Term</p> <p>All first-third grade level Language Arts CRT scores improved. 95 % of all K students met proficiency on letter naming fluency and phoneme segmentation as measured by DIBELS</p> <p>Long Term</p> <p>80% of all students in grades k-3 were to reach reading proficiency as measured by DIBELS in K and the Utah Elementary Language Arts CRTs in grades 1-3. The Happy Valley District reached their 3 year goal as described above. New long term goals have been established.</p>
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